

Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur

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Abstract

Previously, one of the vital tasks of English learning is to find new methods and resources to make the EFL students more stimulating and productive. Recently, the usage of movies (in DVD format) in courses became popular or supplementary resources to learn English among EFL learners. Many researchers stated that authentic video is an advantage and inspiring tool in language learning. However, there have been quite few studies on the relationship between effective learning and students' movie preferences. This research aims at finding the relationship between effective learning and students' movie preferences. To this end, data were collected by using posttests. Participants were students from a Iraqi school in Kuala Lumpur. The researchers uncovered that the participants had insight into the subtitles/captions which are used in the movie in classrooms. The implications of these findings and suggestions are discussed.

Keyword: Movie, learning language, vocabularies, implications

1. Introduction

In learning foreign language, the efficient use of movie allows students to engage themselves. Principles and features of movies will be taken into consideration. Both the main languages (Arabic and English) were used in this method. That might be developed by watching movies, and usage of suitable strategies. In the EFL classroom, the appropriate strategies are engaged in using movies as an important educational material. Explaining the potential of movie usage in learning, the study presented a few learning theories. For recognizing the consequence of applying movies in learning language as well as the target culture, using movie for learning language is essential for learners. In different ways such as hearing and seeing acting and reflecting, students learn several matters. Students use several devices such as (visual & acoustic). Some of the students are visual learners and others are acoustic learners. Efficiently, the usage of diverse learning method is necessary for learners. This learning method helps learners to depend upon different things, such as the disparity of learning strategies, students' knowledge levels, and understanding of strategies that are suitable for particular students.

Currently, movie (storytelling) is a key instrument. The movies have the influence to have immense audience, in which it motivates the EFL learners to learn new language easily and do matters so much to the public. Movies are stories of a far or presently day-by-day survival. For people good movies are a way, mainly for adults, movies are to know and relate to the world in positive ways. In a study, Rideout, Roberts & Foehr, (2005-2010) stated that in every day youth spends an average of (6.5) hours with media because of this, it is crucial to study how youth develop the messages being conveyed by the media that is vital for adults. Furthermore, many researches explained that in the socialization process of youth the media plays a chief role. Socialization means learning one's traditions; and how to live with it. Bandura (2002) says that Social Cognitive Theory (SAT) of mass communication addresses concerns regarding the effects of enlarged viewership on individual behavior. "In case of children, to form their perceptions of the actual world and the people working within it, the media will help". In fact, watching a movie in class makes students with ordinary and genuine English and makes learning around such material worthy and meaningful, due to which it is forever an enjoyable activity for learners. However English Movies provide an origin of activities, like classroom argument, vocabulary-building tasks, listening and writing comprehension. In addition, to less the anxiety and boost the inspiration of EFL students. Movies used in classrooms to learners with a lot of precious information, for instance, getting to be acquainted with diverse cultures and learning about diverse perceptions to certain phenomena.

1.1 Purpose of the Study

The study purpose is to check whether movie encourages EFL students to learn English language or not. And to find out what is the comprehension of the used language. In both languages (Arabic and English), the students have the ability to recognize and understand the vocabularies used in the movie. Furthermore, the research work is to dedicate in finding out whether movie-related vocabulary appetizer provided by teachers, which help learners to have experience more relaxed with the approach of learning a language.

Two research questions are formulated to guide the investigation of the study:

- 1- To what extent do movies motivate the EFL students to learn English?
2. To what extent do subtitles used in movies, improve the comprehension of the language used in the movie and thus motivate students to learn?

2. Review of Literature

Two decades ago, there are wide discussions among researchers regarding usage of videos to encourage learners' listening comprehension (Weyers, 1999 Secules et al, 1992; Luo, 2004; Lin, 2009; Linebarger, 2001; Kusumara dyati, 2004). Caption in diverse languages is a unique feature of DVDs. Chiang (2006) stated that the use of caption in several languages in DVD movies leads to rising students' language skills and encouraging the students to learn. Here the review gives details about the appearance and the past history of foreign movies in the EFL classrooms, in addition to merits of using videos and movies as a learning material for overseas languages. In a study, Lin (2009) evaluated the effects of text types and visual aids on grasping power of listening. The findings of the study reveals a major effect of input presentation materials on listening power and their dealings among text types.

In a research, Joseph R.Weyers forwarded a research hypothesis i.e. a rise in the quality and quantity of the input affects in a similar quality and quantity of students' output. This hypothesis is based on target language Input Hypothesis of Krashen. In his study, Joseph R.Weyers (1999) defined quantity as "the total amount of input reaching student viewers through video programming, which far surpasses the capabilities of a sole instructor" (p.340). At the same time quality of the input refers to the "contextualized, formless 'not graded for foreign language learners' local speech provided by the telenovela [TV soap opera]" (p.340). There are two purposes behind this investigation, which is, using the authentic soap opera to determine whether it can raise students' listening power and improve their oral production.

Canning-Wilson (2000) suggests that to learn language student prefer-using videos. From the findings of her study, we can understand that in the classroom learners prefer action or entertainment movies to language movies and documentaries. The researcher claims even though these movies may appear to keep interest of student. The researcher believes that it could be conditional that the visual clues, as an alternative of the auditory components is the reason for student comprehension of the video. The practical implications of using video in the classroom are discussed by Canning (2001 cited in Dinçay 2004) -"Video produces visual stimuli such as the surroundings and this can direct to and create forecast, conjecture and a chance to make active background schemata when watching a visual sight re-enacted. This was followed by an argument that to recognize stress patterns, language set up in videos could help non-native speakers. With the help of Videos the learner can see both speech rhythm and rhyme in second language discourse. This was possible by using genuine language and speed of speech in a variety of circumstances. In addition, videos permit related clues to be presented. By video instruction, the visuals can make learners to infer ideas, predict information, and analyze the world that is brought into the classroom.

The finding of the research done by Prof. Dinçay (2004) emphasizes the significance of using this innovative technology in learning in its place of using blackboard only. By using movies in classrooms, students learn the language and they will be entertained during the class. The major findings of his study is that for increasing students' listening comprehension and enhancing their intercultural capability, videos can be used as a vital tool as well as using new language objects or consolidating what has already been obtainable through the actions.

The topic related to the "use of movies in EFL classroom" LI Ling (2009) also entitle that usage of movies in EFL classrooms enhanced students motivation, such as making classes more interesting and familiarizing learners with target traditions. Using movies in interactive language learning provides the following to the learners i.e.1. Interesting comprehensible input to learners. 2. Allows the learners to get dynamically occupied in lessons at their preferred speed. The use of instructional video in the classroom provides an exhilarating and modern method for EFL learners to learn English. As a result, practitioners and colleges support the use of instructional video in the classroom. "Viewing movies is very significant as it helps in improving the learners' critical and visual consciousness. Viewing movies in the classroom can be realized during recording," Vilma Tafani (2009). The researcher declares that it is immense to find English movies with English subtitles. This make understanding the language harder as listening to authentic language is harder than seeing the expression written, in addition this may help the learners to understand and perceive the movie smoothly because they can watch the movie with the subtitle in their mother tongue. In addition, Jane Sherman (2003) said that, "The eye is more powerful than the ear", because the learners when see the movie with the subtitle they can see the words of the subtitle and at the same time they can hear the voices of the actors that may create a double sounds and sense to the learner in order to remember or memorize the scene easily.

Merita Ismaili (2013) stated that printed words can motivate student's perception indirectly at the same time visual images directly motivate student's perceptions. Merita would like to draw the attention of the readers to the important use of the verbal and non-verbal movements, in which the perception of the learners can be increased directly and indirectly regarding to the visual images that may be printed inside the learners' minds. In Movie, there is also color, sound, and movement, so they are extra sensory experience than reading that means verbal language. Movie-based experimental class was extremely active, and the learners were further attracted in following the lesson cautiously, opposing to the other class where reading was presented during graded readers only. Student-centered discussions and teacher centered discussions were created movie-viewing experiences. To capture student's interest and to illustrate the attention of students' movie is a better way. The profit of applying the Movie viewing experiences in learning is indisputable.

3. Methodology

3.1 Research Design

Quantitative and qualitative approach were utilized in this research and hence used descriptive research design in this study. In order to examine the following questions "what is" might be applied that is informed by descriptive statistics and what keep positive attitudes in using movie in EFL classes.

3.2 The Data

The data of this study is a Hollywood movie that uses English language. The data (movie) is "*The Twilight Saga: Breaking Dawn – Part 2*". Two different parts have been used from this movie each of (30) minutes, one with subtitle and the other without subtitle.

3.3 The Instrument

Posttests are the important instrument used in this study. With the results of the two posttests, the researchers analyzed the variation between the perceptions of students associated with the movie vocabularies.

3.4 The Participants

The participants were (20) students from Iraqi school at Kuala Lumpur-Malaysia. It included (12) male and (8) female students and their age ranged from (15) to (18) years old.

3.5 The Procedure

For enhanced understanding of the characters 'speech in the movie, the participants were given a list of phrases and vocabulary terms that are frequently used throughout the movie (Appendix 1) and they were given instruction about the whole process. The researchers briefly explained about the content of the movie. The students watched the first part of the movie and sat for the first posttest to see how much they have learned (Appendix 2). Later, participants watched the movie again for another (30) minutes that included subtitle. The second posttest was held; this test used the same questions as the first test that is related to the second part of the movie. The researchers compared the results of the first and the second posttests in order to measure participants' ability in recognizing key words as well as targeted sentences, which were repeated in similar scenes. The focus was on the perceptions of vocabulary by students in association with the availability of subtitles in their mother tongue language (MTL).

4. Findings

According to the result of the first and the second test, the researchers found that (**70%**) of students preferred to have Arabic subtitles/captions scrolling in every scene of the movie. Because subtitles/ captions help and facilitate them to understand the movie during the watching. Of the entire students being studied, majority (70%) perceived with the existing of the Arabic subtitles/captions necessarily, in order to follow the storyline of the movie, whereas only (30%) from the participants took the challenge to watch and understand the movie with only English subtitles and English audio track. English language learning via watching movie promotes the skills of learners more efficiently and faster. One participant has told the researchers that as learners may can capture the sentences and imitate the same in our minds while watching the movie. Learners understand language in a fast pace and with more precision compared to book based learning alone. Woldkowsik identified the factors that influence motivation- attitudes, needs, personal feelings, stimulation, reinforcement and competence (Davis, 1993 quoted Goldenber, 2008). Teachers give intrinsic and extrinsic motivation to students. Audio-visual elements of movies results in motivation. Watching movie is a stimulating act just as a debate or discussion held in a classroom, in which after watching the movie the learners got a discussion with the teacher regarding to the scene that has been watched to show their perception and comprehension and what is the easier or difficult scenes that they faced in the movie. This may create and give an expression and motivation components of a movie that is being utilized in classroom learning processing. Therefore, interests of students are motivated and they tend to be more attentive, alert and engaged while using movies in classrooms for learning. Not only with English, but with other foreign languages also, the relevance of using movies inside classrooms to learn is deemed beneficial.

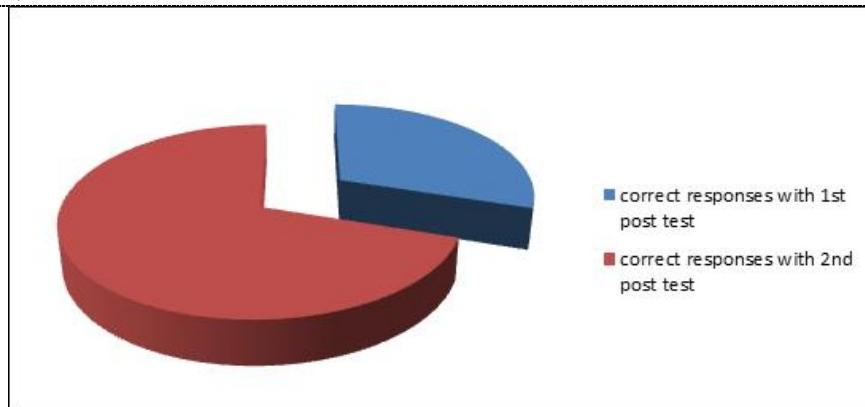


Figure 1.The ratio of correct responses according to each posttest

Apart from this, *vocabularies* are crucial in language learning process. Learners capture the language vocabularies and process them in their mind silently. They also capture the expression of the characters in the movie while using the vocabularies for understanding the meaning in full. Opinions of individuals are expressed well in a language when he or she is competent in vocabulary.

5. Conclusion

Movies allow learners to translate words into pictures. Some researchers argue that learners who have the ability to visualize reading are able to comprehend well. Watching movies enhance information retention and make it easier for retrieving them. With practice, students can make use of movies as a separate strategy for listening, writing and speaking. When learners give attention to those scenes from the movie, the text becomes more interesting. Watching movies also stimulates one's imagination; develop an atmosphere for enhancing motivation as well as creativity and process of language learning.

Furthermore, using movie as learning material aids certain strategies. Language learners for enhancing their perception regarding language components use these. Even though visual learners are seen to be comfortable with movies as their learning material (since the vast majority of knowledge (70%) is gained by visualizing), other learners including the kinesthetic and auditory may be interested in different movie. Socio-affective strategies of movies aid language learning and allow learners to refresh their consciousness regarding cultures. Movie watching enhances listening as well as speaking skills. When native language actors' movies are being watched, students capture their pronunciation and proper vocabulary usage in different according to the scene context. This enables students involuntarily train their own pronunciation in a silent way, parallel to movie watching. Qiang (2007) mentioned that the learner's articulator organs are working while they watch a movie. Audience utters the words silently and imitates the pronunciation. Movie related activities can be identified and learners can integrate such activities into instructions in order to motivate their process of language learning. Language learning is fun and informative.

5.1 Implications And Suggestions

Language learners commonly use English movies, as it is beneficial in our everyday lives. For instance, fictitious movies does not always support or use English that we use in daily lives, on the other side simple real life based movies use language that is applicable in daily lives. Learners can relate to such movies and situations faster. This helps their audio-visual learning of language. The movie as a whole- gestures, voice intonations, body language, speed, context, situation, ambience etc. of the movie scenes together convey the language and its meaning to the students while watching.

Educational English movies enable real life language learning among students. Different movies have different casting, different stories, different setup etc. that enhances the learning's diversity. Language, culture and habits of different nations and people are conveyed through English educational movies. Movies thus can be considered as a unique source of language education in comprehensive manner. Watching educational movies in English language aids adult learners for becoming aware and recognize various cultures as well as beliefs. They also become more aware to communicate as well as interact with various cultures and people. Learners understand the educational material indirectly via analysis as well as understanding of the movie's purpose. Speaking is equally important in language learning. Pronunciation is the key in language speaking. While watching English movies, learners can catch the pronunciation, silently imitate the same, because this enhances their understanding of the language as a whole and improves their speaking skills. This can be applied in real life situations while using the language for communication. Watching English movies in classrooms allow English learners to communicate well due to the following reasons:

- Native language learners in the movies use native words which are not usually seen in books. Students can capture such words.
- Pronunciation is enhanced along with their vocabulary. For instance, watching American English movies help students to learn American English accent and the same goes with British English.
- Native spoken language used in movies is what is useful in real life, not the written texts in language books.

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Appendix

Appendix (1)

List of Vocabularies

Word	Meaning	Word	Meaning
Beautiful	جميل	Incredible	لا يصدق
Realize	ادرك	Amazing	مدهش
Run away	يهرّب	Mature	ناضج
Vampire	خفاش – مصاص دماء	Twilight	الشقق – الفجر الجزئي
Creepy	زاحف	Take a whiff	خذ شمه او نفحه من عطر
Gifted	موهوب	Wolf	ذئب
Imprinted	مطبوع – مستنسخ	My turn	دورى
Celebrate	يحتفل	Rough shape	شيد الشبه
Strange	غريب	Physical pain	الم جسدي
Privacy	خصوصية	Adoption	تبني
Tame	اليف – مروض	Precious	ثمين
Pleasant	لطيف	safe	آمن

Appendix (2)

Post Test (1)

Date:

Name of School:

- Give the meaning of the below sentences and phrases that picked out from the movie in Arabic language:

1- You're stronger than I am.

2- I'm sorry, I didn't realize.

3- I have to get outta here.

4- I would keep my distance for now.

5- It's safer for the baby.

6- Hold on a second.

7- You imprinted on my daughter?

8- You don't turn into an animal, do you?

9- Let's give them some privacy.

10- What a pleasant surprise!!

Appendix (2)

Post Test(2)

Date:

Name of School:

- Give the meaning of the below sentences and phrases that picked out from the movie in Arabic language:

1- Why does he need witnesses?

2- Spread the word.

3- I can anticipate their moves.

4- I would keep my distance for now.

5- You need to visualize it.

6- He's gonna be hurting.

7- What type of work do you do?

8- I assume that his order is ready?

9- How yadoin'?

10- The snow is sticking?
